A STUDY IN ELIMINATION OF BOYS From HIGH SCHOOL

by

John P.Corcoran, A.B.,1914

A thesis submitted to the Department of Education and the Faculty of the Graduate School in partial fulfillment of the requirements for the Master's degree.

Chester T. Buckner, Department of Education

June,1915

INTRODUCTION

The report of the Commissioner of Education shows that of the total number of students enrolled in the public high schools throughout the United States for the school year 1912-13, 41% were Freshmen, 27% where Sophomores, 18,6% were Juniors, and 13.4 were seniors . In other words, there were three times as many students in the first year of the high school as there were in the fourth. It is apparent that at least six out of every ten who enter high school fail to complete the course.

The following taken from the Commissioner's report affords food for thought.

Entering year	No. Pupils	4th Yr. Later	No. Graduates.	Per Cent
1906-07	310,684	1909-10	125772	40.4
1907-08	360,035	1910-11	136,442	37.9
1908-09	393,260	1911-12	155,656	39.5
1909-10	432,280	1912-13	167,117	38.8

A study by J. J. Dynes in Iowa City, in 1909 shows that 51% of the girls and 55% of the boys who entered high school in Iowa City during the eleven years, 1897-1908 were eliminated for graduation. The records of a single class in Anoka, Minn., compiled by F. E. Lurton, show a higher mortality. Mr. Lurton points out that the Anoka high school is a good one, offering wide

freedom in selection of courses and that the sentiment in favor of a high school education is strong in the community, yet he finds that 74.1% of the girls and 78.1% of the boys were eliminated before graduation.

No less startling are the results of the investigation made by Joseph K. Van Denburg in the high schools of New York City. He finds that of 5,306 boys and girls who entered high school September 1902, only 1,072, or 20.2% were to be found in the senior class at the beginning of the last semester of the school year four years later. The other 79.8% were either eliminated or retarded. And as the number retarded in that particular class should by the law of probability be approximately equaled by the number retarded in the preceding class, retardation in itself would account for but a very small percent of the loss. Further, as several studies have shown that from 20% to 30% of those constituting the senior class at the beginning of the last semester of the senior year fail of graduation, this 20% left of the New York seniors would no doubt dwindle to 14% or 15% by Commencement Day.

With statistics in general for the country as a whole pointing to an elimination of something near 80%, and with all special investigations showing

a

a comparatively small variation from the median, it would seem a not illogical thing to continue the investigation in the hope of discovering some of the causes that contribute to this situation. Mr. Dynes, in the Iowa City investigation, sought to show a relationship between elimination and retardation. Mr. Lurton, in his study of the Anoka class noted the same thing. Such a relationship certainly exists. These investigators show to what extent it was present in the localities studied by them.

But all agree that the investigation should go further. We should know why this retardation occurs - why pupils are unable to make, or do not make, passing grades. Dr. Van Denberg made a ~~very~~ great contribution to this latter field in his study of conditions in New York. But the causes that operate in New York may not be the same as those that contribute to elimination in Kansas. With the above mentioned facts in mind this investigation was undertaken.

Scope of the Investigation: As an intensive study of each case such as it was desired to make would not permit of more than a limited number of cases being undertaken in one year's time, it was decided that the study should be confined to members of one sex.

And as the investigator felt that he might be able to do more successful work in dealing with the cases of boys than with those of girls, and as elimination seemed to be greater among boys the investigation was made a study of causes ~~into the reasons~~ contributing to the elimination of boys from high school.

The scope of study in each individual case is indicated in chapter I, under the heading of Method of the Investigation. The school records of one hundred twenty boys were obtained, and are used in all tables involving such information as was contained ~~by~~ in Information Blank No. 1. Personal acquaintance with the boy, his home environment, etc. as shown in Blank No. 2, was secured in one hundred of the one hundred twenty cases.

The Field of the Investigation: This field, geographically speaking, includes five different Kansas cities or communities, Topeka, Lawrence, Ottawa, Baldwin and Osborne. One of these is a city of 50,000 population, one of 14,000, one of 9,000, one of 2,000 and one of 1,600. Four of these are in the eastern and east-central part of the state. The fifth is located a little to the north and west of the state's center. In all of them the school spirit is considered to be unusually strong. In fact they are school centers.

Answers to any questions as to the practical value of a high school education or the extent to which it is essential are bound to be shaded in this investigation by a community sentiment in favor of such education.

The Purpose of this Investigation: The purpose of this investigation is not to show the extent to which elimination of boys from high school occurs in Kansas. It does not deal with percentages of elimination in all the schools taken together or in any of the respective schools studied. It deals merely with the causes and conditions operating to produce elimination of boys from the high schools of Kansas. Nor does it claim to have reduced this to the contents of a nutshell, and to state in one or two sentences the exact cause of elimination. It merely attempts to show in tabulated form some of the main causes operating, the frequency of their occurence, and the general conditions that seem to contribute to elimination. It is a begining in the study of the subject.

Table Of Contents

Part I

Social And Economic Factors

Part II

School Records

Part III

Further Reasons And Conclusions — Change

PART I.

SOCIAL AND ECONOMIC FACTORS

Part I

SOCIAL AND ECONOMIC FACTORS

Chapter I

Method of the Investigation

Realizing the futility of the questionaire method in an attempt to go below the surface and get an insight into the real underlying causes of either elimination itself or of retardation as a contributing factor, the following plan was adopted and followed:

1st. Obtain from the school records the data shown on Information Blank No. 1 (see 2nd page following.)

2nd. Visit the home, note the conditions, talk with the parents, analyze the situation as fully as possible.

3rd. Have a personal interview with the boy. Secure his confidence. Talk over with him his school life and other interests.

4th. At close of this interview fill out with the assistance of the boy, Blank No. 2.

5th. Talk with principal and teachers concerning the boy's school history. Note points of information. Intefview employer wherever possible for information as to character of the boy's work outside of school.

6th. Take advantage of any opportunity to get light on the case from the boy's associates.

7th. From all information secured and from personal study of the case, check, according to own best judgement, the proper classification headings of the Classification sheet, blank No. 3, and add to, or amend blank No. 2 wherever apparently justified in making such addition or amendment.

8th. Tabulate the data.

9th Calculate the correlations; summarize results.

From the above it is evident that each case called for a large amount of work, and that when through, the investigator should have a tolerably close acquaintance with all phases of the case and with the boy and his environment.

Complete information on any case covers more than one hundred points. Most of it is carefully counterchecked. All of the investigation was made by the one investigator. A considerable amount of information not provided for in the blanks was obtained and used.

All cases studied were those of boys who dropped out of school within a year previous to the time interviewed. There was no special selection of cases. With the list secured at the high school the investigator

started out in each city or community to visit the homes and interview as many boys as could be found in the time at his disposal. Fully one-half an hour was needed for a satisfactory interview with the boy.

Blank No.I

Individual Record Obtained From The High School

Name..... Age..... Class.....

High School..... Date Entered..... Left.....

Reason for leaving.....

....

Attendance

	1st Yr	2nd Yr	3d Yr	4th Yr
1st Sem.	.....	.....	.....	.....
2nd Sem.	.....	.....	.....	.....

Reason for any period of absence.....

.....

Record of High School Work

Subject.	Yr.	Grade.	Credit.	Sex of Teach.	Remarks.
.....	....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....
.....	.....	.....	.....	.....	.....

(On the blanks used space was provided for eight or more half year's work)

Blank No.II.

Information obtained through personal interview and study of the case.

Name.....Age....High School.....Class.....

Reasons For Leaving High School

1 Poor health

2 Eye strain

3 Sickness in the family

4 Death in the family

5 Ecomomic necessity

6 Desire to have spending money

7 Unusual opportunity to get a job

8 To take advantage of a rare opportunity to learn a trade or business.

9 Impatience to get into industrial world,-make money.

10 Lost interest in high school work

11 Interest in .....

12 Difficulty in doing high school work in general

13 Difficulty in some particular subject or phase of work

14 Lack of individual assistance from teachers.

15 Not enough practical value in the high school course

16 High school course does not prepare for chosen occupation.

17 High school course not essential in occupation chosen

18 Left to attend special school

(Reasons For Leaving School. Continued.)

19 Left school to go to work

What work ? .....Wages ?.....

20 Completed that part of the high school course desired

21 Not going to enter college

Why not ?.....

22 General dislike for school work

23 Dislike for certain phase of school work

24 Discipline

25 Any special reason.....

.....

(In each case check those of above reasons applying)

Information Concerning The Boy

Parents living ?..... Family united.....

Boy at home ?..... No. children in the family.....

Nationality of father..... Of mother.....

Occupation of father or guardian.....

Occupation of older brothers.....

Occupation the boy hopes to follow.....

Reasons for his choice.....

Influence of high school in directing choice.....

Subject most liked in high school.....Why ?.....

Required subject especially disliked.....Why ?.....

Subjects wanted but not able to get.....

Why desired?..... Preference as to men or women teachers ? .....

Participation in high school activities:

Athletics.....

Debate.....

Literary work.....

Musical .....

Other activities.....

Nature and extent of reading. .....

Outside work.....

Amusements.....

Use of Tobacco.....

Occupation since leaving school..... .....

Degree of success.....

Any special information.....

....

.....

Blank No.III.

Classification Sheet

Boy's ability to grasp abstract ideas ?.....

Is he notably defective in any way ?.....

Not considering school work alone, would he be considered

brilliant ?	industrious ?	moral ?	cooperative ?
mediocre ?	fair worker ?	unmoral ?	individualistic ?
dull ?	laggard ?	immoral ?	peculiar ?

(Check proper terms in the four columns above.)

Classification of Family.

Social

Prominent

Middle Class

Below middle class

Economic

Well to do

Moderate circumstances

Poor

Home Life

Family united and boy at home

Family united but boy away from home

Father's occupation takes him away from home

Family broken up ,- parents divorced ,- parents dead.

Father dead

Mother dead

Chapter II.

SOCIAL AND ECONOMIC CLASSIFICATION OF BOYS ELIMINATED FROM HIGH SCHOOL

With a view to discovering whether dropping out of school occurs more frequently among the boys of one social or economic class than among boys of another, an attempt at classification was attempted. A distribution within three classes was not difficult. The social and the economical classifications were kept separate.

Table No. 1.

Social Classification of Families.

Boys of families socially prominent.....	13
Boys of families belonging to middle class socially.	70
Boys of families below middle class socially.....	17
Total.....	100

In table 1, socially prominent refer to those families foremost in social and public life of the community. The term middle class probably needs no explanation. Below middle class is a classification designating those families which through their poverty, degeneracy, or non-social qualities are little considered in the social life of the community, and might be expected to be least affected by a community sentiment for education.

The table shows that it is not the boys of any one or even any two social classes who drop out of high school The distribution seems to be not out of proportion to the number of families constituting the respective classes in the average community. However, the fact that the third class makes practically as good a showing in proportion to its numerical representation as does either of the others is probably attributable, in part, to the fact that a smaller proportion of this class enters high school.

In table 2 an econmmic distribution is shown. The term "Well to do" is used to designate those families in which the economic future of the children is assured to a great extent, and there is no excuse for the boy's staying out of school ~~either~~ to accept a position, help carry on the father's business, or ~~even~~ to obtain spending money. Families of moderate circumstances refers to families in which the boy might feel that he should take advantage of an unusual opportunity to earn money, not to support other members of the family, but to earn his own money, be independent, and have the money to spend as he pleases.

The term Poor is restricted to those families where there is not always an income sufficient to provide for the ordinary comforts of the home and allow the

boy to remain in school.

Table No. 2.

Economic Classification of Families

Boys of families that are well to do	25
Boys of families that are in moderate circumstances	43
Boys of families that are classed as poor	32

Perhaps the surprising thing shown in this table is the number of boys of well to do families who drop out of school. Four of the twenty-five boys of this class entered academies.

Table No. 3

Races and Nationalities of Boys Eliminated

Boys of American parentage	74
Boys of German-American parentage	8
Boys of German parentage	3.
Boys of English-American parentage	2.
Boys of Scotch-Irish-American parentage	2.
Boys of Swiss parentage	1
Boys of English parentage	1
Colored boys (any Negro blood)	9
Total	100

In classifying a family as American two things were considered: 1st., that the grandparents of the boy be born in the United States, 2nd., that the family appear to be well Americanized. Even on that basis, it appears that 74 per cent of the boys whose cases were studied came from American families. Whether the distribution is in proportion to the distribution of nationalities and races in the communities studied or not, the investigator has not yet been able to ascertain. It is evident, however, that the high school, though a strictly American institution, is not patronized to a greater extent by the strictly American boy than by the boys of other nationalities and races residing in the community.

Size of Families from which the Boys come: It was thought the size of family from which the boy came might affect his chances of staying in the high school; that the boys of large families, especially if they happened to be among the older children of the family, might oftener find it necessary to drop out for economic reasons. The following table shows the result of the investigation along that line.

Table No. 4

Size of Family

No. of Children in family	Frequency of cases
1 child	11 cases
2 children	14 "
3 "	19 "
4 "	27 "
5 "	15 "
6 "	5 "
7 "	6 "
8 "	2 "
9 "	2 "
Total	100

From table 4, it appears that in 11% of the cases investigated the boy in question was an only child, that in 44% of the cases there were not more than three children in the family, and in 70% of the cases there were not more than four children. More boys came from families of four than from families of any other size.

Table No. 5

The Boy and the Home: In the 100 cases investigated, the situation as regards the home was found to be as follows:

	No. cases
Boy at home and family united	54
Boy at home but father dead	16
Boy at home but mother dead	3
Boy away from home	8
Father's occupation takes him away from home	10
Parents divorced	5
Both parents dead	4
Total	100

It is evident that among boys eliminated from high school, the proportion of those deprived of the care of one or both parents is large,- being 46% of the total number of boys eliminated.

Use of Tobacco: An attempt was made to discover how many of the boys interviewed were users of tobacco. Only those boys were counted as users who stated it to be a fact that they were users, or whom it was unnecessary to ask concerning that matter,-the fact being apparent to the investigator.

The tabulation may err on the side of not showing a percentage of users as high as that which would report the actual situation.

Tobacco in any form	61 cases,	61%	boys interviewed
Cigarettes	50 "	50%	"
Tobacco in no form whatever,	39 "	39%	"

Occupational Classification of Families from which the Boys Came.

Table 6

Occupation of Parent or Guardian	No. Cases
Farmer	26
Business man	23
Artisan	18
Laborer	15
Business employee	9
Professional man	9

In table 6 under the classification farmer are included those retired farmers, who, though having moved to town, still own their farms and derive the family income from them. The term artisan includes carpenters, masons, plasterers, blacksmiths, wheelrights, mechanics, painters, shopmen, etc. By business employee is meant salaried employee such as salesman, clerk, certain classes of railway employees, etc.

It was felt that it would be desirable to

ascertain what proportion of population in the communities studied is comprised in each occupational class, or at least to know just what proportion of the boys enrolled in the high schools came from each class and to calculate the percentage of eliminations taking each class separately; but this entailed extra work that could not be done at the time. It is data that someone else may find interesting to work out later.

However, the percentage of farmers' sons seems high, considering the fact that all but thirteen of the entire one hundred cases studied, and including twenty of the cases of farmer's boys, who were eliminated from the high schools of Topeka, Lawrence, and Ottawa.

To the investigator, the number of farmers' sons eliminated seems out of proportion to the enrollment of country boys in the high schools studied - constituting 26% of the total number eliminated. Taking the two smaller high schools and the three larger ones separately, the investigation showed that country boys comprised 46% and 23%, respectively, of the total number eliminated during the year.

Chapter III

PRESENT OCCUPATIONS AND EARNINGS

Feeling that data regarding the occupations of the boys who left school last year might be of interest either as shedding some light on their selection of life occupation, or as indicating their evaluation of a high school course when they made the selection between it and the jobs they took, or, as a mere matter of record of what becomes of the high school boy who drops out, or, in general to see if we can discover in his present life and occupation the reason or reasons for his giving up the life and work of the high school, a careful inquiry was made into the present occupation of all the boys, the circumstances that lead to that occupation, and the remuneration attached. The tabulation of this data appears in table 7 which also shows the occupational groups to which the boys' parents belong.

~~Table 7~~

~~Table 7 shows that of the boys who left high school there was a transfer to some other kind of school in the case of~~:

Sons Of	Farmers	Business Men	Artisans	Laborers	Business Employees	Professional men	Idle
In other Schools	4	5	2	1	1	2	15
On Farms	15	1	2	1			19
Learning trade or business	2	5	3	4	1	1	16
In Civil Service					1	1	2
Office Boy		11			1		2
Messenger Boy				1			1
Delivery Boy			5	1	1	1	8
Grocers Clerk	1	1	2	1		1	6
At Soda Fountain		2	1		1		4
In Suitatorium			1	2			3
At Bowling Alley				1		1	2
Common Laborer	1	1	1	1	1		5
At Odd Jobs	1	2	1	2			6
Idle	2	5			2	2	11
Totals	26	23	18	15	9	9	100

Table No. 7

Present Occupations

Table 7 shows that of the boys who left high school there was a transfer to some other kind of school in the cases of:

15% of the sons of farmers

21% of the sons of business men

11% " artisans

7% " laborers

11% " business employees

22% " professional men

The fifteen schools to which transfers occured were;

Agricultural College	1
Business College	5
Academies	6
Special Schools	3

In twelve of the fifteen cases of transfer to other schools it seemed to the investigator that the step was taken with a definite idea of bettering opportunities to get the kind of education desired. In the other three the change was due to a combination of circumstances in which no definite or previously determined plan appeared. In all of the cases the change involved an expenditure of money for tuition and other expenses.

Leaving out of the calculation the nineteen boys shown to be on the farm and whose distribution as to those really preparing for a life work in agricultural

pursuits and those merely marking time will not be attempted at this point, the table shows that not more than 18 or 20 of the 60 other boys who are not in schools of some kind are engaged in occupations that would be considered as more than temporary employments. In fact most of them stated that it was only "a job for the present."

It may be noted that 15 of the 26 sons of farmers and retired farmers, or 57.7% of the number, have remained on the farm for the greater part of a year after leaving school. Elsewhere in this report appears a statement of the expectations of all the boys as to life occupations.

None of the 18 sons of business employees and professional men, and almost none of the business men, were found doing any kind of farm work. Few of the farmer's sons were engaged in any work other than farm work. Of the sons of business men the majority were either learning a business or were idle. The fact that boys of different occupational groups enter different occupations on leaving school might perhaps suggest to the thoughtful educator the needs for different kinds of education for these boys.

Earnings: Forty-six of the 100 boys, when interviewed, were working or had been working more or less regularly since leaving high school, for a fixed money compensation ranging from $4 to $15. per week. The following is a summary of their earnings:

Average wage per week for 46 boys when working.....	$7.40
Total estimated earnings of the 46 boys for six months previous to time of the interview.....	6570.00
Average total earnings for each of the 46 boys six months.....	142.82
Average income per week during the entire 6 mos.	5.50

(Very probably these figures are ~~a little~~ high owing to natural desire of the boys to make a good showing)

Of the 100 boys, 25 had been working regularly and 20 more or less regularly at some sort of job while in school. The average time worked, as reported by the boys and their families, was 23.6 hours per week. The average income was approximately $3.50 a week when working, according to their statements. In many cases the boys retained the same job with no increase in pay after ~~he~~ he quit school.

Chapter IV.

OCCUPATIONS THE BOYS HOPE TO FOLLOW.

Table 8 grouping the boys according to occupational classification of parent or guardian as table 7 does, shows the occupations which the members of these groups hope to enter for life work.

Table 8

Occupation chosen / Sons Of:	Farmers	Business men	Artisans	Laborers	Prof. men	Business Employees	Total
Farmer	13		4	3			20
Horticulturist			1				1
Mechanist				2	1		3
Civ. Eng.			2				2
Electric	1			2			3
Architect		1					1
Letter.and Designer		1					2
Draftsman		1				1	2
Printer or Newspaper man					1		1
Pharmacy		1			1		2
Med. and Surg.	1	1			1		3
Law					1		1
Business		9	2	1			12
Civ. Service	1						1
Naval Service		1					1
Office work	3		1	2		1	7
Writer					1		1
Undecided	6	8	8	5	3	7	37
Totals	26	23	18	15	9	9	100

It will be noted that in the cases of at least nine of the boys, a high school education or its equivalent is a prerequisite to professional preparation for the occupation chosen. But it will be remembered that nine of the boys who left the public high school, of the 100 boys studied, are in attendance at academies or similar institutions this year. Several others fully expect or at least hope to resume their education.

Twenty boys expect to make farming a life occupation, and none of these twenty consider the courses now offered in their high schools as necessary or as preparing for successful farming. The same answer was given by the majority of boys who expect to engage in business. Several of them are already taking active part in business with their fathers.

The list of 37 undecided might suggest the question of desirability of introducing vocational courses in the high schools.

Reasons for Choice in Selecting Occupations:

Feeling that data on the reasons why the boys chose those particular occupations as ones into which they wish to enter for a life work might be of interest to the student of boys, a question covering that point was incorporated in the personal interview with the boy.

Answers were substantially as follows:

Farmer

No. cases this answer given.

(1) Raised on farm; familiar with farm work; not acquainted with any other work.....5

(2) Out door life; dislike for confinement..... 2

(3) Independent life..... 3

(4) Like farm work best..... 3

(5) Like to raise stock..... 2

(6) Success of father and older brothers..... 3

(7) A good living; good place to live..... 2

Total 20

	No.
Machinist	
(1) Good pay.....	1
(2) Like machinery.....	1
(3) Natural liking and job in shop.....	1
Total.....	3
Civil Engineer	
(1) Example older brother	1
(2) Example cousin	1
Total.....	2
Electrician	
(1) Like the work.....	1
(2) Like pay and work	1
(3) Natural liking and study phys. and chm.	1
Draftsman	
(1) Father in shop gave the idea. Developed in Mech. Dwg.....	1
Total.....	1

	No.
Horticulturist	
(1) Father's occupation and preference.....	1
Total.....	1
Architect	
(1) Got idea thru course in Mech. Drg. and Math. Thinks it nice work and good pay	1
Total.....	1
Decorator and Designer	
(1) Drawing course in high school helped to develop a natural tendency....	1
Total.....	1
Printer	
(1) Like that work; learning the trade as apprentice.	1
Total.....	1
Pharmacy	
(1) Interested thru students	1
(1) Working in drug store...	1

Medicine and Surgery	No. of cases this answer given
(1) Father a Physician and surgeon, wants boy to take up his practice in few years	1
(2) Believe could do well in it and would like it	1
(3) Opportunity to rise in that profession	1
Total	3

Law.

(1) Father has real estate and law office. Boy thinks he would like the legal profession	1
Total	1

Business.

(1) The best way to make money	1
(2) Good opportunity to go in with father	1
(3) Mechanically inclined, also likes to buy and sell. Hope to get into Auto and Cycle business	2
(4) Learning a business now. Hopes to establish business of his own	1
(5) Working in store now. Business appeals	1
Total	12

Civil Service

(1) Good pay. Nice work	1
Total	1

(1) Naval Service

(1) Opportunity for travel and advancement	1
Total	1

Office Work.

(1) Like office work. Good pay in Ry. offices..... 2

(2) Opportunity to go to work in certain real estate office with chance to learn the real estate business..... 1

(3) Briefer time required for preparation. Over age in high school. Impatient to be at earning occupation.. 1

(4) Dislike for present farm work. Can prepare for office work in short time , earn good money... 1

(5) Not as hard as farm work..... 1

(6) Opportunity for young man to earn money without further loss of time. Had high school cmc'l course..... 1

Total..... 7

Story Writer:

Liked High School English. Would like to travel and write accounts of travels. Belief in ability to make good in that field after more training. Father was minister and extensive traveler..... 1

Total..... 1

Influence of High School in Directing Choice:

Eighty-five of the one hundred boys thought the high school had had no direct influence in directing their choice of life occupation. However, it will appear in other parts of this report that a very large percentage of these boys were not in high school long enough to be greatly influenced by it. Nine of the one hundred boys stated that their choices had been made largely as a result of interest in certain high school courses. The courses named are as follows:

No. Cases

(1) Drawing, especially, Mech. Dwg.

Lettering and Designing.....1

Architect..... 1

Decorator and Designer..... 1

(2) Course in Business Ethics

Bussiness..... 1

(3) Mech. Dwg., Physics and Math.

Mechanical Engineer or Mechanic..... 2

(4) Physics and Chemistry.

Electrician..... 1

(5) Commercial Course.

Office Work..... 1

(6) Courses in English, plus natural desire.

Story Writer..... 1

Total 9

No boy interviewed stated that he had had any sort of course in vocational guidance. Even in the cases where boys thought choice had been affected by high school courses the majority stated that they had never talked with teachers or principal regarding selection of an occupation.

PART II

SCHOOL RECORDS

Part II

SCHOOL RECORDS

Chapter I

Age, Attendance, and Classification.

In part two of this report the school records of the group of boys studied are exhibited with some explanations, deductions, and summaries. The reader who is interested will draw a number of conclusions not specifically stated by the writer.

While the tables of part one deal with the cases of 100 boys, those of part two deal with the records of 121 boys. This is due to the fact that personal interviews were secured with only 100, while the complete school records of 121 were obtained and are available for use.

Table 9, beginning on the following page and running throughout several succeeding pages gives, therefore, the data concerning the age, attendance, and classification of 121 boys who dropped out of the five

high schools within a year previous to this investigation.

The table is arranged in numerical sequence according to the alphabetical order of the names as compiled when the field investigation had been completed.

Table No.9

Age, Attendance, Credits, and Classification.

Case.	Age.	Stay. Sems.	Wks.	Char. of Attendance.	Creds.	Classification.
1	16	4		Reg. exc. last s	11	Soph ± 3
2	19	10	8	Reg 4 yrs	15½	Jr -½
3	21	4	9	Reg	14	Jr -2
4	17	7	6	Reg 2 yrs	20	Jr ±4
5	18	5		Irreg	9½	So ±1½
6	16	2	9	Reg 1 sem	3	Fr
7	16	1		Reg	3	Fr
8	17	4		Reg	7	Fr
9	18	1		Reg	3	Fr
10	17	3		Irreg	4	Fr
11	18	3	6	Irreg	2	Fr
12	17	1	8	Reg	3½	Fr
13	15	0	8	Reg	0	Fr
14	19	5		Reg	20	Jr ±4
15	17	2	12	Reg	6½	Fr
16	16	1	6	Reg	4	Fr

Case.	Age.	Stay. Sems.	Wks.	Character of Attendance.	Creds.	Classification.
17	19	1	8	Reg	2	Fr
18	16	0	8	Irreg	0	Fr
19	15	0	13	Reg	0	Fr
20	16	2	5	Irreg	5	Fr
21	18	3	4	Reg 1st. , Irreg	9	So
22	19	6	12	Irreg. Ds	7	Fr
23	19	2	3	Reg	8	So
24	19	4	12	Reg.1st.,Irreg	3	Fr
25	16	0	9	Irreg	0	Fr
26	15	2	8	Irreg. 2 Ds	3½	Fr
27	16	1		Irreg	1	Fr
28	17	7		Reg	28	Sr
29	15	2	4	Reg	5½	Fr
30	17	2	4	Irreg	2	Fr
31	18	6	9	Irreg.	10	So
32	17	4	9	Irreg 3 Ds	4	Fr
33	16	3	0	Irreg	6	Fr
34	16	5		Reg	19	Jr
35	15	1	3	Reg	2	Fr
36	19	4		Reg	14	Jr -2
37	17	2	9	Reg 1st yr	3	Fr
38	17	0	9	Reg	0	Fr
39	18	7	10	Reg 1 yr.,Irreg	22	Sr -2

Case.	Age.	Stay. Sems.	Wks.	Character of Attendance.	Creds.	Classification.
40	15	0	4	Reg	0	Fr
41	13	1	11	Irreg	3	Fr
42	17	7		Irreg 2 Ds	9½	So
43	18	4		Reg	14	Jr -2
44	17	1	12	Irreg	2	Fr
45	15	0	8	Reg	0	Fr
46	18	5	4	Irreg	8½	So
47	15	2		Irreg	2	Fr
48	16	2		Irreg	1	Fr
49	17	2	8	Irreg	8	So
50	18	8		Reg 1 yr., Irreg	17	Jr ±1
51	17	1		Irreg	0	Fr
52	14	4	4	Reg	17	Jr
53	20	5		Reg	11	So ± 3
54	15	0	8	Reg	0	Fr
55	15	2		Reg 1st sem.	4	Fr
56	19	6		Reg	24	Sr
57	19	4	3	Reg	8	So
58	18	6		Reg	20	Jr
59	19	6		Irreg	14	Jr -2
60	19	3	6	Reg 1 yr	5	Fr
61	16	4		Irreg, 2 Ds	5	Fr
62	16	3	9	Reg	10	So
63	16	4	3	Reg	13	So
64	17	4		Reg 1 sem	7	So -1

Case.	Age.	Stay. Sems.	Wks.	Character of Attendance.	Creds.	Classification.
65	16	2		Reg	7	So -1
66	17	6		Reg 1 sem	11½	So
67	20	2		Reg	9	So
68	15	1	4	Reg	3	Fr
69	18	5		Reg	10	So
70	18	6		Irreg, 2 Ds	8	So
71	21	6		Reg	19	Jr
72	20	3		Irreg	9	So
73	18	4		Reg 1 sem	3	Fr
75	16	2		Reg	5	Fr
76,	17	4		Reg	13	So
77	15	0	6	Reg	0	Fr
78	13	0	4	Reg	0	Fr
79	16	3		Reg 2 sems	6	Fr
80	18	0	8	Irreg	0	Fr
81	18	3	2	Irreg	8½	So
82	15	1	12	Irreg	0	Fr
83	18	1		Reg	0	Fr
84	17	4	9	Reg	9	So
85	16	4		Reg 1 yr	8	So
86	16	0	8	Irreg	0	Fr
87	15	4		Reg 2 sems	9	So
88	17	2	9	Irreg , 3 Ds	0	Fr

Case.	Age.	Stay. Sems.	Wks.	Character of Attendance.	Creds.	Classification.
89	17	0	10	Irreg	0	Fr
90	14	1	1	Reg	4	Fr
91	16	0	16	Reg	0	Fr
92	16	1		Reg	2	Fr
93	18	4		Reg 1 sem 2 Ds	2	Fr
94	16	4		Irreg 2 Ds	1	Fr
95	17	2	1	Reg	4	Fr
96	20	8	8	Reg 2 yrs	20	Jr -4
97	16	4		Reg	11	So
98	17	4	5	Reg 3 sems	7	So -1
99	18	4		Irreg	7	So -1
100	17	3	8	Irreg	6	Fr
101	15	0	2	Reg	0	Fr
102	16	0	8	Reg	0	Fr
103	15	0	4	Reg	0	Fr
104	17	4		Reg 1 sem	$7\frac{1}{2}$	So $-\frac{1}{2}$
105	20	3	6	Reg 1 sem	8	So
106	15	0	15	Irreg	0	Fr
107	16	2		Reg	6	Fr
108	14	0	6	Reg	0	Fr
109	16	0	5	Reg	0	Fr
110	17	0	3	Reg	0	Fr
111	16	1		Reg	$2\frac{1}{2}$	Fr

Case.	Age.	Stay. Sems.	Wks.	Character of Attendance.	Creds.	Classification.
112	20	3		Irreg.	5	Fr
113	17	1	4	Irreg	0	Fr
114	16	3	6	Irreg	4	Fr
115	15	2	2	Reg	7	Fr
116	15	0	6	Reg	0	Fr
117	17	3	5	Reg but 2 Ds	13½	So
118	15	0	12	Reg	0	Fr
119	15	2	0	Irreg	2	Fr
120	17	1		Irreg	0	Fr
121	16	0	6	Irreg	0	Fr

Explanation of Table 9 : Length of stay in high school is shown in semesters, with additional weeks in the column on the immediate right. "4 semester, 9 weeks" means that the boy was in high school four semesters or parts of semesters and was enrolled for the fifth semester but dropped out at the end of the ninth week. If he had dropped out during any of the previous semesters, that fact is shown by a D under "Character of Attendance" . More than one drop previous to final elimination id indicated as " 2 Ds ","3 Ds " etc.

By a credit is meant one-half of a high school unit, or a passing grade in one regular subject in which classes meet daily for half a year. The usual requirement for high school graduation is 32 credits or 16 units of work. As 8 credits constitute a year's high school work, a pupil having made 8 credits would be classified as Sophomore. If he had 11 credits he might be said to have a classification or standing of "So + 3 " in table 9 . " Jr -2 " means that the pupil lacks 2 credits of having Junior standing, though he might, with reference to class organization, be considered a member of the Junior class.

Average Age. The average age of the boys eliminated from the different classes comprising the group of 121 boys is shown in table 9a

Table No.9a

Average Age	
Freshmen	16.25 years
Sophomores	17.93 "
Juniors	17.8 "
Seniors	18. "
Group Average	16.83 "

The group average was found by adding the ages of all the 121 boys, irrespective of classification , and dividing the sum by 121. It appears in table 9a that the average age for the entire group is an age less than that which is the average for either of the three classes above the Freshman class. This, it will be readily seen, is due to the numerical preponderance of Freshmen in the group of 121.

It will also be noted that the Juniors average younger than the Sophomores. The reader may see a reason for this through a comparative study of tables 9c and 9e. The boys who drop out because of over-age usually do so before reaching the Junior year. Among the 121 cases

studied, most of those due to that cause occurred in the Sophomore year. Several of those boys were retarded pupils,-ones who had taken three years to do the work of two or less. Had they been Juniors at that age they might have gone on. They had not minded so seriously being one or two years overage as Freshmen, but now that they had lost another year and faced a prospect of losing another before graduation, they dropped out. Further , they had now reached an age at which, for social and psychological reasons, boys are harder to keep in school. Table 9 shows the situation for each member of each class.

In order to discover if possible a critical age for high school boys, the freguency of the different ages were calculated, and are shown in table 9b

Table No.9b

Mode and Median According to Age

Age	Frequency
13	2
14	3
15	21
16	29
17	28
18	18
19	12
20	6
21	2

It may be be seen that the mode is found at 16-17. The median is at 17. Almost 50 percent of the elimination occurred at the ages 16-17.

The age recorded in these tables is that taken from the high school records. Where exact date of birth was recorded, the age at nearest birthday at time of leaving school was used. In some of these cases, however, the age is that reported at beginning of the school year, and consequently the average age may be a little higher than shown by the above figures. Median and mode would likewise be effected. With due allowance for this discrepancey, the mode would, perhaps, be found at 17, instead of at 16-17 as shown in table 9b. The median would not be effected enough to change its location from that shown.

Overage : Counting a boy as being over-age for his class unless he had completed the Freshman year at 17, the Sophomore year at 18, and the Junior year at 19, the number of boys found to be overage for the different classes were:

Freshman	29
Sophomores	17
Juniors	2
Seniors	0
Total	48

From the above figures, it appears that 48 boys, or 40 percent of the total number in the group studied were over age for their classes. It was found, further,

that the percentage of boys overage among those eliminated from the respective classes was,for the 121 boys, as follows :

Freshman overage, 35 % of the eliminations.

Sophomores overage, 60 % of the eliminations.

Juniors overage, 20 % of the eliminations.

Seniors overage, none.

Evidently the factor of overage is one to noted, and it seems to be true that eliminations from this cause are more numerous in the Sophomore year.

Chapter II
Length of Stay in School ← Capitals

The length of stay in high school has been made the subject of study in several sections of the country within recent years. The early part of this section will be devoted to giving a resumé of the findings of some of the investigators along this line. Later in the section, will be given the results of the writer's study of elimination in Kansas, together with some comparisons.

J.J.Dynes, in his study of elimination in Iowa City, 1909, found the time of elimination according to classification to be as shown in the following table which is taken from the School Review of June, 1914.

		Fresh.		Soph.		Jr.		Sr.		
	Total Enrol.	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem	1st Sem	2nd Sem	To-tal
Boys	483	91	54	46	24	20	17	6	8	268
Girls	559	77	61	54	41	19	15	11	7	285
Both	1042	168	115	100	65	39	32	17	15	551
Percentages										
Boys		19	11	10	5	4	3.5	1.2	1.6	55
Girls		14	11	10	7	3.4	2.6	2.0	1.3	51

** The percentages here are not carried out into decimal places as completely as Professor Dynes's table gives them.

Discussion of the table :

The table on the preceding page shows that for the years 1897-1909, (See Dynes's study in Introduction.) 30 % of the boys who entered Iowa City High School dropped out before beginning their sophomore year, 45 % left school before beginning their junior year, and that 34 % of the total elimination during the twelve years occurred in the first half of the freshman year. This does not necessarily mean the first half of the first year in attendance. It means that 34 % of the boys dropped out before making a half year's high school credits.

Using the total number of boys eliminated, 268, as the base number, we find that the percentage of elimination comprised within the respective classes is as follows :

Freshman Class	54 %
Sophomore Class	26 %
Total not reaching junior classification	80 %
Junior Class	13.8 %
Senior Class	5.2 %

** The reader will keep in mind the fact that the above figures have reference to years in high school classification, not to years in attendance.

The Cleveland, Ohio, study covering the ten years, 1900-1909 inclusive, enabled the investigators to announce that in that city for the time studied,

1/3 of the high school pupils withdrew before the sophomore year,

1/2 withdrew before becoming Juniors,

2/3 withdrew before graduation.

Calculating the distribution of elimination from the above statement regarding the time pupils withdrew, we find such distribution to be as follows:

Freshman Class, 1/2 of the total elimination, or 50 %

Sophomore Class, 1/2 - 1/3 = 1/6 , = 1/4 of 2/3, = 25 %

Freshmen plus Sophomores..... ....75 %

Thus, it is seen that in Cleveland, for those ten years, 75 % of the total eliminations occurred in the Freshman and Sophomore years of high school classification.

In a total elimination of 9,871 pupils from the high schools of New York City during the school year 1905-6, Van Denburg found the distribution to be as follows:

Distribution of Elimination Among the Classes.

Freshman A	4,287	, 43.42 % of the total
Freshman B	2,090	, 21.12 % " " "
Sophomore A	1,532	, 15. ± % " " "
Sophomore B	829	, 8. ± % " " "
Junior A	595	,
Junior B	275	, 8.8 % " " "
Senior A	207	
Senior B	56	, 2.66 % " " "
Total	9,871	, 100 %

In other words, the percentage of the total elimination that occurred in the freshman class was 54.64 . That which occurred in the sophomore class was slightly above 23, while the percentage that occurred in the upper two high school classes was only 11.46 . According to these figures, more than 88 percent of the pupils eliminated had not reached junior classification. Many of these, no doubt, had been in high school more than two years. The actual length of stay in school is not given by Van Denburg.

Lurton in his study of the Anoka, Minnesota, high school class, does take account of the actual time each member of the class was in school. For the 18 boys eliminated before graduation, from that group of 23 , the dis-

tribution,in point of time, is as follows :

Time	Cases			
During the first year	6	,	33.3 %	
End of first year	4	,	22.2 %	.....55.5 %
During the second year	0			
End of the second year	1	,	5.56 %	.....61.06%
During the third year	0			
End of the third year	1	,	5.56 %	.....66.12%
During the fourth year	0			
End of the fourth year	5	,	27.8 %	....93.92%
In school parts 3 years	1	,	5.56 %	..... 100 %

It will be noticed that the above figures are for years in attendance , not years in high school classification. Also, it appears that five of the boys who did not complete the high school course attended for four full years. Professor Lurton points to this fact as indicating an unusually strong school spirit in Anoka, and as a justification for the belief that high school classes in that community would not fall below the average in the matter of staying in school for graduation.

Results of The Writer's Investigation: The writer, in his investigation of the cases of 121 boys eliminated from Kansas high schools within the last year, found the respective periods of attendance to be as shown in table 9d on the next page.

Table 9d

Periods of Attendance.

Time In School.	Cases.	%	Total % by years
Less than 1 semester	23	19 %	
One semester	13	10.8 %	
Percentage that did not begin 2nd semester, 29.8			
All or part of 2nd semester	20	16.5 %	
Not more than one year ..	56		46.3 %
All or part of 2nd year	40	33.+ %	
Not more than two years.....	96		79.4%
All or part of 3d year	16	13.+ %	
Not in longer than the third year, 112 boys, or			92.5 %
Part of the fourth year	7	5.8 %	
Just four years	0		
All of 3 years, parts of 2 others	1	.82%	
All of four years and parts of two others	1	.83%	

We see by the above statements that, of our 121 boys, approximately ,

1/5 did not attend a whole semester,

1/2 did not go back the second year,

4/5 did not stay in school more than two years .

When we consider , not years in attendance, but years in classification, as Van Denburg and Dynes have done, we get even a greater preponderance of the elimination in the first and second years. Table 9e shows the distribution of elimination by classes.

Table No.9e

Distribution of Elimination Among High School Classes.

Class	Cases	Percentage	Totals
Freshman	81	67	
Sophomore	28	23	.....90 %
Juniors	10	8.3	..... 98.3 %
Seniors	2	1.65	. . 100. %
Total	121		

Combining tables 9d and 9e, we have the distribution of elimination according to years in attendance and according to years in classification side by side as below.

Distribution of Elimination according to

	Year in Attendance.	Year in Classification.
First year	46.3 %	67%
Second year	33.25 %	23%
Third year	13 %	8.35 %
Fourth year	7.45%	1.65 %

* Included in the fourth year eliminations under "year in

attendance" are the two boys who attended irregularly during more than four years.

A comparison of the two columns calls attention to the wide variation between them. The apparent discrepancy is, of course accounted for in retardation.

Comparison Of Results.

A comparison of the results of the different investigations may be of interest. In so far as the distribution of elimination is concerned, that comparison is made in tabulated form below. (Years in Classification)

Distribution Of Elimination.

	Percentages			
	Fresh.	Soph.	Jr.	Sr.
Dynes's Study ,(268 cases)	54	26	13.8	5.2
Cleveland City Schools	50	33	—	—
Van Denburg's Study,(9,871)	64.5	24	8.8	2.6
The Writer's Study,(121)	67	23	8.3	1.7

99

Van Denburg's study and the one made in the Cleveland schools include statistics on elimination of both boys and girls. In the Dynes study the records are

kept separate, and only figures on the elimination of boys are used in the above comparison of results. By a comparison of the figures for boys and for girls, given in the Dynes table a few pages preceding, it will be seen that the elimination of boys is slightly greater than that of girls in the early high school period.

As regards distribution of elimination according to years in attendance, or rather, time in attendance, valuable comparisons can hardly be made because the data on that point are so very meager. The writer's study covered the cases of only 121 boys. The Lurton study of the records of one class gives the time of elimination for only 18 boys. The group is small, and the class of which they were members is probably not typical. It seems very unusual that over 27 % of the total elimination should occur at the close of the fourth year but before graduation. With the exception of this high percentage of elimination ~~of elimination~~ in the fourth year, there is no very wide variation.

Distribution Of Elimination, according to the time in attendance at which it occurred.

	Percentages			
	1st Yr	2nd Yr	3d Yr	4th Yr
Lurton's Study (18 cases)	55.7	10.2	5.6	27.8
Writer's Study (121 cases)	46.3	33.1	13.1	7.5

The results of all the investigations agree in pointing to a definite period in the high school career that may be considered a critical period so far as the problem of elimination is concerned. This period ends with the Sophomore year in classification, but extends over into the third year in attendance. The danger is greatest during and at the close of the first semester in high school. Cooperation of parents and teachers is urgently needed at this time .

A summary of the combined results of the studies compared would be stated approximately as follows: As regards classification of boys leaving high school before graduation,

nearly 2/3 are freshmen,
about 1/4 are sophomores,
hardly 1/12 are juniors,
less than 1/35 are seniors.

As regards time in attendance, as was mentioned, hard and fast conclusions can not be drawn because of the meager data on the subject, but for the 121 boys of this study, of the total eliminations,

almost 1/2 occurred before the 2nd year,
about 4/5 occurred by end of the 2nd year.

Those who dropped out after two years regular attendance were practically all retarded pupils. The ex-

ceptions were due to exceptional circumstances, or to transfer to other schools.

Regularity Of Attendance.

Another feature of the school record shown in table 9 is that part referring to the character of attendance. By the term " regular in attendance" below, is meant an attendance of at least 18 days in every school month of 20 days, or, 90 % perfect attendance. The data may be summarized as,

Regular in attendance, 65 cases, or, 53.7 % of the 121
Irregular in attendance, 56 cases, or, 46.3 % of the 121

The schoolman will see in this too high a percentage of irregular attendance. It is no doubt higher than the average percentage of irregular attendance in the schools which these boys attended. A glance at table 9, however will show that the attendance of a goodly number of those who later were irregular was regular during the first semester or the first year of their high school careers. The later irregularity was, in many of these cases, not a cause, but a consequence of failures in work and of loss of interest as a result of the failures.

Chapter III

(Caps) Failures And Withdrawals

~~Failures and Withdrawals:~~

A record of the failures and withdrawals of these 121 boys is illuminating in a study of conditions and circumstances attendant upon their leaving school.

Table No. 10

Failures and Withdrawals with Reference to Number of Boys.

1 Subject	Number of Boys enrolled	Percentage without failures	With at least one failure	More Than one failure	With at least one withdrawal
Geometry	40	40	30	12.5	30
Botany	31	42	55	13	35
History	61	31	34	14.7	40
Latin	55	43.6	42	5.4	21.8
German	26	11.5	50	11.5	42.3
Algebra	104	40.4	38	10.6	30.8
English	117	16.2	52	27.3	57.2
Man. Tr.	59	61	20	0	22
Avg. Prct.		35.7	40	12	34.5

Table 10 is a record of the failures and withdrawals of the 121 boys. In column 1 are listed most of the regular required subjects of the college

preparatory course. In column 2 appears the number of boys who were enrolled in the respective subjects for at least one semester. Column 3 shows the percentage of these boys who had no failure recorded against them. Some of these counted for the percentages of column 3 had done passing work in the subject one semester; others had done satisfactory work for more than one semester. Only boys who had no failure in the subject listed at the right are counted in this column.

Column 4 gives the percentages of boys enrolled in the respective subjects who had at least one failure recorded against them in these respective subjects. Column 5 shows the percentage of boys having more than one failure recorded against them in the respective subjects. Column 6 shows the percentage of boys who withdrew from the respective subjects at least once. More than one withdrawal in a subject is not shown. By more than one failure in a subject is not necessarily meant more than one failure in identically the same course. For instance, a certain boy who fails in English I. and the next year fails in English II, has two failures in English. Likewise the boy who fails in Ancient History and again in Modern or American History has two failures against him in History.

The figures in columns 3 and 4 are not complementary. That is, the sum of the percentage of failures and the percentage of those without failures in any given subject is not 100,- because of a percentage of withdrawals in all subjects listed.

It must be borne in mind that it is not the total number of enrollments but the total number of boys enrolled that is counted in this table. A boy may have been enrolled in a certain subject for two or more courses, but in column 2 he is counted but once for that subject.

Table No. 10 shows several things of interest. It shows that 54.6% of the boys who enrolled in Botany and 52.1% of the boys who enrolled in English made at least one failing grade in these respective subjects, while only 30% of those who took Geometry and 20% of those who took Manual Training made failures in these subjects. The number of withdrawals, too, is particularly high in English. We will remember that there may have been a difference in ability in favor of the boys who reached that stage of the high school career at which Geometry is taken, but Manual Training courses come in the first year just as English does.

Basing our conclusions as to difficulty upon the smallness of the percentage of boys having no failures against them, German~~y~~ presented difficulty to the greatest

number in proportion to the enrollment, - only 11.5% of the individuals enrolled in that subject having no failures against them.

Arranging the eight subjects in the order of their presenting difficulty to the greatest number, we have the following:

Subject	Percentage having no failures against them		
1. German	11.5	5. Botony	42
2. English	16.2	6. Algebra	40.4
3. History	31	7. Latin	43.6
4. Geometry	40	8. Man. Train.	61

Basing our conclusions as to relative difficulty upon the high percentage of failures in the respective subjects we have this somewhat different arrangement:

Subject	Percentage of Failures		
Botany	54.8	Algebra	37
English	52.1	History	34
German	50	Geometry	30
Latin	42	Man. Training	20

Table No. 10a is an attempt to combine these two methods of ranking the subjects in difficulty,- basing conclusions as to degree of difficulty on the proportion of individuals enrolled to whom they offered difficulty.

	Rank as based on low percentage of individuals having no failures	Rank as based on high percentage individuals having failures	Rank as based on high percentage individuals who withdrew	Rank as based on percentage of individuals who had failures and withdrawals	Average of columns 1, 2, 3	Final Rank
German	1	3	2	2	2.00	2
Geometry	4	7	6	5	5.66	6
Botany	6	1	4	3	3.66	4
Algebra	5	5	5	6	3.00	3
History	3	6	3	4	4.00	5
English	2	2	1	1	1.66	1
Latin	7	4	8	7	6.33	7
Manl. Tr.	8	8	7	8	7.66	8

Table 10a

Rank in difficulty as based on the percentage of boys enrolled to whom the respective subjects presented difficulties.

Table 11

Failures and Withdrawals with Reference to Number of Enrollments

Subject	Enrollments	Per Cent Passes	Per Cent Failures	Per Cent Withdraw	Per Cent F W
German	62	21	25.8	53.2	80
Geometry	76	42	31.6	27.6	31.6
Botany	48	33	41.7	25	66.6
Algebra	160	56	28.7	15	47.3
History	104	41	34	16.6	59.4
Latin	91	49	30.7	20	50.5
Man. Tr.	161	81	8.	10.6	24.2
Avg. perct		46	30.5	24.5	52.5

Table 11 differs from table 10 in that instead of dealing with number of boys it deals with number of enrollments. As an illustration, A may have enrolled in three History classes, B in two History classes, C in no History class. The total enrollment in History for these three boys is 5. The total of passes, failures, and withdrawals for these boys so far as History is concerned is also 5. Percentages of passes, failures and withdrawals are recorded in columns 3,4,5, respectively. The enrollment shows the base number upon which these percentages are calculated.

	Rank in difficulty given on basis of low percentage Passing grades	Rank in difficulty given on basis of high percentage failures	Rank in difficulty as based upon high percentage withdrawals	Rank in difficulty if based on sum of failures and withdrawals subject mortality	Average for colums 1, 2, 3.	Final Rank in difficulty (Case of tie column 5 used to decide)
German	1	7	1	1	3.00	2nd
Geometry	5	4	2	7	3.66	5th
Botany	2	2	3.5	2	2.50	1st
Algebra	7	6	7	6	6.66	7th
History	4	3	3.5	3	3.50	4th
English	3	1	6	4	3.33	3rd
Latin	6	5	5	5	5.33	6th
Man. Tr.	8	8	8	8	8.00	8th

Table 11a

Rank in difficulty based on relation of failures and withdrawals

Table 12

Composite of results shown in Tables 10a and 11a.

	Final Rank Table 10a	Final Rank Table 11a	Average	Ultimate Rank
German	2	2	2.0	1
Geometry	6	5	5.5	6
Botany	4	1	2.5	3
Algebra	3	7	5.0	5
History	5	4	4.5	4
English	1	3	2.0	2
Latin	7	6	6.5	7
Manl. Training	8	8	8.0	8

As table 11 shows very clearly the relation between passes and failures in the respective subjects, it may be considered by most readers as showing more clearly than does table 10 the relative difficulty of the respective subjects. But it does not take into account the fact that any one boy may have made a number of passes or failures in a certain subject, and thereby affected the total of passes or failures in that subject to a degree out of proportion to that fraction of the group which he constituted. Table 10 shows the number of boys for whom the subject is difficult. Table 11 shows the mortality of the respective subjects, not in proportion to the number of boys for whom they are difficult, but in proportion to the total enrolment, counting each boy as many times as he enrolled in classes.

Table 11a does for table 11 what table 10a does for table 10. It is an attempt to rank the subjects, as to degree of difficulty, in four different ways. In finding the average, column 5, only column 1,2, and 3 were used. Column 4 was reserved for consideration in case of a tie for rank. In tables 10a and 11a no tie occured.

Table 12 is a composite of the results appearing in tables 10a and 11a. As will be seen, column 1, table 12, is the final rank of table 10a, and column 2 is the

final rank of table 11a. Column 3 is an average. Column 4 might be said to show the ultimate rank given the respective subjects. It is based upon the averages recorded in column 3, with the exception that when in this table a tie for first rank appeared before English and German, recourse was had to the previously reserved column 4 in table 10a and 11a to decide the point. By that method it is apparent that the German takes first place by a very slight margin.

From table 12 it appears that for the 121 boys whose cases were investigated, considered both as regards presenting difficulty to the highest percentage of those enrolled, and as having the highest pereentage of mortality in proportion to total enrollment, German takes first place. English is a close second, while Manual Training is unquestionably last. The final order of arrangement is as follows: German, English, Botany, History, Algebra, Geometry, Latin, Manual Training.

It should be explained here that the distribution of History was as follows:

	Total number of enrollments		104
Ancient History,	77 enrollments	or	74%
Medieval and Modern	25 enrol.	or	24
American,	2 enrollments	or	1.9

Medieval History and Modern History were in several cases taken together as one continued course and so listed. Only two of the boys left records of having taken American History. That is of course due, largely, to its being offered late in the high school course.

Taking Medieval and Modern History together as one subject, the percentage of failures or the degree of difficulty of that subject and of Ancient History seemed to be practically the same. Therefore all the history was combined in the tables under the one head History. For practically the same reasons no attempt is made to separate the different grades or forms of English in the tables. Manual Training includes all kinds of shop work, woodwork, and Mechanical Drawing.

The results as regards ranks of the respective subjects may be surprising to some readers. They probably would not hold true for all the pupils of the schools from which those 121 boys were eliminated. From a personal knowledge of the facts connected with these cases, some light may be thrown upon the situation.

Regarding the great difference in apparent difficulty between Latin and German, it may be stated that in high schools where option is allowed between the two subjects, but where one must be taken, it was evident

to the investigator that the poorer students, and practically all those boys who did not expect to enter college, and the boys from homes where there was little support or appreciation of disciplinary or cultural subjects, in their desire to avoid Latin, accepted the only alternative and elected German. On account of some familiarity with German pronunciation and the novelty of learning to speak a modern foreign language, the poorest students found it interesting at first and were able to get along a little way. The parents in the home talked about the practical value of German as compared with Latin. A little later when it was found that the subject was not easy and that the slight knowledge of it acquired in a few months was of little conversational value, it was dropped. The class of boys described as electing German for the above reasons would naturally be the class to produce the greatest percentage of failures and withdrawals. On the other hand the boys who elected Latin when both were offered were of two classes - both of which are unlikely to produce a high percentage of failures or withdrawals: 1st., Those expecting to complete high school and college. 2nd., Others who are naturally studious. It will be remembered that 15 of the 121 boys

entered other schools during the year. Nine of those were taking the Latin, and the transfers to other schools were mostly made at the end of Semester in which cases no withdrawals would appear.

There is no question that, from any angle viewed, Manual Training subjects were, for those 121 boys who took them, the subjects in which most satisfactory work was done and least difficulty experienced.

J. J. Dynes, who in Iowa City study, considered the grades of all students instead of only those who dropped out found the subjects in which the highest percentage of failures occurred to be as follows: 1st, Algebra; 2nd, Latin; 3rd, Geometry.

Chapter IV.

~~Part II~~ Relation Between Interest and Grades (Caps)

~~Relation of Grades to Interest in Subject:~~

With a view to getting information as to whether certain subjects appeal to boys in general more than do certain other subjects, and also to discover the effects of likes and dislikes upon grades, questions calling for information along this line were incorporated in blank number 2. Of course there is the difficulty of determining whether the "like" or "dislike" was preconceived or came about as the result of failure or success in the subject, personality of teacher, or other cause. Attempt was made to get at the bottom facts in the case and if the reasons showed that the likes or dislikes were based on something extraneous to the subject the case is not included in the tables on this topic.

Table 13 tabulates the information obtained in reply to the question in blank number 2. "What subject or subjects were especially disliked by you?" "Why?" It was found the reasons why liked or disliked could all be included under the three headings of colums 3,4,5, of table 13, or columns 3,4,5 of table 14. The remaining columns of the table, columns 6,7,8,9, show the records

of these individuals in the subject for which especial dislike was reported.

Table #13 here

	Required subject especially disliked	Disliked because difficult	Because not interesting	Because not of great value to him	Passing grades	Failing Grades	Withdrawals	Sum of failures and withdrawals
Geometry	9	2	1	4	1	4	6	10
Algebra	4	3		2	1	3	2	5
Latin	21	2	13	18	8	16	12	28
German	4	1	1	2	1	6	3	9
History	6	1	1	4		6	5	11
Botany	10	1	6	10	2	5	6	11
English	12	4	7	3	9	25	10	35
Total	66	14	29	43	22	65	44	109

Passes = 33.84% of failures

Passes = 20% of failure and withdrawals

Average Passes 16.8% of enrollment

Failures 49.6 % of enrollment

Withdrawals 33.6% of enrollemnt.

Table 13

Summary of results shown in table 13

Passes = 16.8% of total enrollment

Failures = 49.6% of total enrollment

Withdrawals = 33.6 of total enrollment

Failures: Passes = 3 : 1

Failures plus withdrawals: passes = 5:1

Table No. 14 tabulates the answers to the questions "What subject was most liked by you in your high school work?", and "Why?" It also shows the record made as regards grades by the individual boys expressing this special liking for the respective subjects. It is noticeable that more subjects are included in table 14 than are in table 13. This it will at once be seen is due to the fact that, among 100 boys, the range of especially liked subjects was wider than was especially disliked subjects.

It will be noted that the table does not include the entire number of boys whose cases were studied. Some stated that they had no strongly felt likes or dislikes as regards any subjects they had taken. A number had not been in high school long enough to get well acquainted with high school subjects.

In several cases particular phases of subjects were mentioned. For instance, one boy found work of

memoriz and reciting Shakespeare, as part of his English work, almost unendurable. Another positively hated classics. Others stated that they disliked Botany because being mechanically inclined or looking forward to business careers they would very much rather have worked at something along these respective lines. As was stated in an earlier paragraph on this topic, the reasons for likes or dislikes may be included under three main heads each. In order that the answer should not be influenced by the questioner care was taken not to assist in its wording; but it almost always came under one of the three headings used in the tables, nevertheless.

Table #14 here

Subject	Subject most liked	Liked because easy for him	Liked because interesting	Liked because of value to him	Passing Grades	Failing Grades	Withdrawals	Sum of Failures and Withdrawals
Geometry	8	1	2	6	13	2		2
Algebra	11	1	7	5	18	1		1
Latin	2		2		7			
German	1	1			2			
History	5	1	3	1	6		2	2
Botany	3		1	2	2		1	1
English	8		3	7	11	7	2	9
Manl. Tr.	17	2	5	15	48	2	6	8
Comcl. Work	6		1	6	15	3	2	5
Physics	2		1	2	3			
Chemistry	2		2	2	2			
Economics	1		1	1	1			
	66	6	28	47	128	15	13	28

Passes 82.% enrollment
Failures 9.6% "
Withdrawals 8.4% "

Passes 860% of Failures
Passes 450% of Failures and Withdrawals

Table No.14

Summary of results shown in table 14:

Passing grades = 82% of the enrollment

Failures = 9.6%

Withdrawals = 8.4%

Passes : Failures = 8.8 : 1

Passes : Failures pluss Withdrawals = 4.3 : 1

A comparison of table 13 and 14 brings out strikingly a rather significant fact in that the same boys should have a record of only one passing grade to five failurs or withdrawals in the subjects which they were required to take against their personal feelings toward the subject, while in the subjects which they liked and wished to take, their combined average record is almost 5 passing grades to one failure or withdrawal.

PART III

Summary Of Replies?

~~FURTHER REASONS~~

~~AND~~

~~CONCLUSIONS~~

Part III

~~FURTHER REASONS AND CONCLUSIONS~~ Summary of Replies.

Chapter I.

~~Special Difficulties~~ Special Difficulties. (Caps)

In response to the request to locate any special difficulty the following information was obtained. As regards subjects it may be tabulated as,

Subjects especially difficult	No. Cases	Per cent of boys enrolled
English	17	14.4
Geometry	6	15
Botany	8	26
Algebra	7	6.7
Latin	16	30
German	6	23
Ancient Hist.	5	8.2

More specific mention of difficulty was made as indicated by following list:

	No. cases
Dislike for certain teacher.....	3
Could not write English composition.....	2
Could not recite oral English.....	2
Disliked Shakespeare.....	2
Dislike for Silas Marner had to analyze whole story too closely.....	1
Failing third time in English on distaste for the classics.....	2
Memorizing of Classics.....	3
Botany Drawings.....	5
Memorizing dates and Facts in Ancient History.....	3
Grammar and construction in Latin and German.....	10
Not enough time on account of outside work which could not be given up	6

Chapter II

Courses And Teachers (Caps)

In response to the enquiry as to whether there was any subject or subjects which were wanted by the boys but which either were not offered by his high school or were not open to him the following subjects and courses were named:

Subject or course	No. of cases in which named
Commercial course.....	20
Agriculture.....	10
Telegraphy.....	1
Physics.....	2
Lettering and Designing.....	2
Electricity.....	3
Chemistry.....	1
Music.....	2
Total.....	41

Preference as to Sex of Teachers:

In this matter care was taken not to develop any feeling or to demand any decision not already formed. If the boy did not seem to have previously decided definitely he was reported as having no preference.

The data obtained reads:

No preference, 72 cases out of 100 interviewed
Preferred man, 22 " " "
Preferred woman 6 " " "

In short, 72% of the boys whose cases were fully studied expressed no preference as to the men or women teachers. A number of the boys replied that they would certainly prefer to have some men and some women among their teachers, but that they really did not know just which they liked better. A few stated that they had never had a man teacher in high school. It is probably significant that for the group of 28 who expressed a preference, 78.6% of the boys comprising the group stated a preference for men teachers.

Chapter III

~~Reasons for Leaving School:~~ Reasons For Leaving. (Caps)

In securing the information on "Reasons for Leaving" an earnest attempt was made to get the real reasons. The attempt may not have been successful always. But, as was stated under Method in the early part of the report, revisions were made on the information blank whenever in the opinion of the investigator, at the close of a detailed study of each case, such revision was needed. Not only the reason was called for, but it was explained that all contributing reasons and causes were wanted. An effort was made to locate the main reason or reasons, and to keep these separate. It was impossible, however, to do this to the satisfaction of the investigator. Frequently a boy replied "I don't know that I could just say what was the main reason why I quit school. It was due to a combination of causes." And parents, teachers and others verified the latter part of the statement, but differed widely among themselves as to the main factor in the combination. Often there appeared two main or co-equal reasons and several secondary ones.

The number of reasons, main and secondary, given by individual boys ranged from one to six or seven. The

The median number of reasons was 3-4. The total number of reasons given by the one hundred boys was 396,- or almost an average of 4 per case.

The attempt at classification into main and secondary reasons was made, not on a general basis for classifying a reason as main or secondary, but on the basis of importance in the particular case under consideration.

Still the investigator is not at all satisfied that he has properly classified the reasons as to primary and secondary importance. Perhaps the third column in which no attempt at classification is made contains the only figures obtained that can be used in an attempt to discover the prevailing reasons for elimination of the 100 boys whose cases they cover.

Reasons for Leaving.	Main	Steinway	Total No. Cases in which each reason given.
1. Poor health,	5	7	12
2. Eye strain,	3	7	10
3. Sickness in family,	4	3	7
4. Death in family,	1	3	4
5. Went to work on account of economic need,	10	11	21
6. Went to work not as economic necessity but to have own spending money,	15	15	30
7. To take advantage of an unusual opportunity in the way of a good paying job.	7	4	11
8 To take advantage of rare opportunity to learn a trade or business	6	4	10
9. Impatience to get into industrial world - make money.	27	15	42
10 Overage.	13	15	28
11 Lost or lacking interest in school.	15	30	45
12 Interest in outside work.	16	9	25
13 Interest in social life and amusements.	9	11	20
14 Other special interests.	6	3	9

	Main	Secondary	
15 Mere shiftlessness. Indolent	17	8	25
16 Difficult to do the high school work - unprepared, or dull or both.	18	16	34
17 Able to do the work in general but difficulty in some particular subject.	3	9	12
18Lack of individual assistance from teachers.	1	6	7
19 Discouragement due to failure in work.	16	17	33
20 Dislike for certain phase of school or class work.	2.	9	11
21 Dislike for school work in general.	10	16	26
22 Failure to get along with certain teacher.		3.	3
23 Discipline. Suspended or dropped out of own accord because discipline irksome.	7	10	17
24 Not enough practical value in High School course.	8	15	23
25 High school course not essential in occupation boy expects to follow,	6	24	30

		Main	Secondary	
26	High school course does not prepare for the occupation the boy expects to follow.	9	10	19
27	Completed that part of the course desired.	1	2	3
28	Not expecting to enter college.		52	52
29	Home influence or invironment.	14	22	36
30	Weak parental control or none.	13	21	34
31	Influence of companions.	16	21	37
32	For some of the above reasons, entered other schools beginning of school year 1914-15, ~~as follows:~~			15

~~Agricultural College 1~~

~~Business College 5~~

~~Academies 6~~

~~Special High School 3~~

~~Total 15~~

It is interesting, as indicating the generally accepted main purpose of the high school, that with 52 of the 100 boys the fact of "not going to enter college" seemed a good reason why they should not mind dropping out of school if cirsumstances made it at all inconvenient to attend.

In the 45 cases in which lack of interest in the high school work appeared, further analysis showed the causes of this lack of interest to lie in one or more of the reasons enumerated under 9,12,13, 14,15,24,25,26.

In the 37 cases which "influence of companions" appearsto have operated as a contributing factor the fact of weak parental control is at once suggested. While both weak parental control and influence of companions are closely connected with home influence.

This mutual relation and interdependence of reasoms holds true throughout to so great an extent that fixing upon a definite, isolated, material reason as the prevailing reason for leaving high school is apparently impossible.

Chapter IV.

CONCLUSION

As intimated at the close of the preceding chapter, it would be manifestly absurd to attempt to state in a single sentence or paragraph the predominating , ~~material~~ material reason why boys leave high school before graduation.

But back of the many material reasons enumerated, back of failures and retardation, of lack of interest, and of impatience to leave the school-room environment, there is a psychical and social situation that is responsible for elimination from high school. The high school does not touch closely enough the every day needs of the people . High school education seems,to the majority , a thing desirable but not essential. Its desirability seems to be based upon a conventional value or upon its being a prerequisite for college, rather than upon an evaluation as a practical equipment for efficiency in life.

A number of courses offered in the high school are in subjects for which the majority of persons interviewed in connection with this study see ~~see~~ little practical use in their life and occupations. These courses,having so little in common with the daily experiences of the boy,

offer a kind of intellectual food for which he has no taste. They soon prove either difficult or uninteresting, or both. From this situation failures and retardation result. Retardation means that the boy will not be graduated in even the four years that in the beginning seemed a long time . Some further discouragement, some opportunity to take a job, the influence and example of associates who are earning their own spending money, the lack of a definite feeling on the part of the boy and his parents that a high school education is essential to future success,- all these combine to bring about the natural and logical result,-elimination.

The following account describes a typical case. A certain successful and progressive business man, when interviewed, deplored the fact that his boy had dropped out of high school, but explained that he deemed it inadvisable to insist longer on his attendance,-for the work there did not seem to interest the boy. The father could not see the business sense in requiring a boy to devote so much time to the study of foreign languages if he was not interested in them and did not expect to use any of them in his life occupation. He would be glad to have his boy graduated from high school,-apparently because other young people of the community were receiving this honor and this return for the payment of school taxes.

But he had expected , all along, he stated, to send his son to a business college for a year at the close of his high school work, because experience with an older son and with young persons whom he had employed had convinced him that high school graduates were incompetent in the performance of work involving ordinary business arithmetic and business correspondence. The boy had been kept in high school only under pressure. The business school will have no difficulty in holding him until the work he wants there is completed. It touches his every-day life,- is part of it.

It is a sad commentary upon our public high school that progressive business men, substantial citizens of the community, find its courses neither interesting nor practical for their sons. If the situation described were an isolated one, it might not receive much attention, but the frequency with which such cases were reported in the investigation seems to justify its inclusion in full in this report.

Another business man, prominent in his community, stated that he allowed his son to drop out of school and go to work because he was acquiring in high school, above everything else, habits of idleness and deception . "Most of the courses he had to take there," said this father, " did not interest my boy. His sole aim seemed

to be to evade work and to deceive his teachers in regard to his knowledge of the subjects he was supposed to be studying ." The son is now learning a trade in connection with a certain business in which he hopes to engage. He is doing good work, intensely interested , and succeeding.

Exactly in concordance with the conclusions to which the evidence in the above described cases seems to point is the statement of Professor Paul Hanus,quoted in Lewis's "Democracy's High School " , 1914. "During the high school period aversion and evasion are more frequently cultivated than are power and skill,-through the forced pursuit of permanently uninteresting subjects,-subjects for which the learner has no capacity."

A statement made by Van Denburg in his summary of causes of elimination is also in point here. "The contrast between the abstractions of algebra and the life of neighborhood
the are too great to be bridged save by an arch of faith which few can construct."

In the present day when a high school education is no longer conceded to be the heritage of the few who are destined for the ministry, medicine, or law, it seems that the high school curriculum should be made to to include types of training other than that which prepares only for those professions. Only a small percentage of the pupils entering high school today will make a

direct use of either algebra, geometry,ancient history, or the foreign languages. The information acquired being soon forgotten, there remains to the high school graduate only whatever such subjects have given of mental discipline. It is pretty generally conceded that this mental discipline comes only as the result of concentrating attention and putting forth effort. For those students who are more readily interested in vocational subjects than in the traditional subjects, and will therefore do better work in them, it is doubtful if the latter possess greater disciplinary value.

Yet the Commissioner of Education reports the percentage of high school pupils enrolled in those subjects in 8,097 high schools of the United States ,1913, to be as follows:

Algebra and Geometry	87.72%
Latin,French,German	82.64%

On the other hand the percentage of the high school pupils enrolled in subjects of such practical value as are agriculture and domestic science is given in the same report as,

Agriculture	4.6 %
Domestic Science	3.78%

It is evident ~~form~~ from the commissioner's report that the high school is not yet consecrated to the service of the community. It exists primarily as a preparatory school for the college. Its courses of study are prescribed by that institution -without reference to the needs of the community. It is taken for granted that a high school course is a high school course,-as good in one community as in another.

These courses are followed according to the outline prescribed by the college. To too great an extent teachers and pupils pursue the courses without conscious aim. If the outline calls for six weeks on a certain classic, then six weeks it must have,- even though three fourths of the members of the class have read and fairly digested it in the eighth grade. Because , in the light of the English teacher's interpretation, the course of study demands it, every line of Silas Marner must be subjected to a rigid scrutiny and the closest analysis. But slight mention is made of the literature of America or of Kansas today. No time can be spared for developing proficiency in ordinary business correspondance, or for acquiring a kind of ability in the use of English that would make a boy worth something in the town newspaper office.

Because the course of study seems to demand it, the Botany teacher, who,perhaps, could not ,herself, re-

late her book knowledge to real growing crops and their care, insists that the boy commit to memory from a book the habits and life history of Oedogonium,Ectocarpus, and Polysiphonia, and that he draw with accuracy and skill pictures representing what he has not seen and which he has not been taught to seek intelligently in Nature.

Without being encouraged or led out in any way, a number of intelligent farmer boys expressed a feeling of dissapointment regarding the botany courses. They had expected a more practical kind,-something more closely related to their farm experiences and which would make them better farmers.

The American high school has not kept pace with American industrial and agricultural life. It must recognize the social and industrial changes that have taken place and those that have begun to take place. It must recognize the fact that its function is no longer solely the preparation of young people for college and ultimately for the professions. It must aim , as well , at making better artisans, better business men, better farmers.

Universal adoption of vocational courses is needed. That better work will be done in those courses by a large percentage of motor minded pupils than is being done by those pupils in the traditional courses is evidenced

by the situation described in Part II of this report.

Vocational guidance is needed. The boy who has no aim whatever, no goal towards which to strive, is not likely to remain in school to graduate. Neither does he have a sufficient guidance in the selection of subjects while he remains. His situation in this regard is illustrated by William D.Lewis's account of the boy who on his first day in high school chose Latin instead of French or German because his chum,"Red" chose Latin.

A very large percentage of the boys eliminated from high school leave with a record of failures. But why do they fail ? Van Denburg, at the conclusion of his investigation in the New York City high schools, made the statement "At least 75 % of the pupils entering high school have the native ability to graduate if they choose " The writer from his own less extensive investigation is inclined to agree with him in this opinion. A number of the boys interviewed and who had failed in more than 50 % of their high school work were found to be boys of even more than average ability and intelligence when judged on a basis of efficiency in every-day life. They were impatient to get into the work of the world, saw nothing in the high school that would help them to make a better living, rebelled at

spending several hours a day for four years in the study of subjects in which they were not interested, failed in these subjects and left school.

Again, a large percentage fail because the high school is to so great an extent a place for recitations, tests,etc., while the main part of the studying must be done at home. It was not unusual for a boy when interviewed to make substantially the following statement,"You see, in the high school, we had to do most of our studying at home and I couldn't do much of that. Oh,I'd study a little, but I didn't stay at home and study every night like a fellow has to do if he gets through in high school."

In many homes the atmosphere is not conducive to study. The high school program should be planned so that all the work can be done at the school,-even though it involve an eight-hour ~~or a nine-hour~~ day. The eternal problem of getting the pupils to do their home work will then be eliminated. No more work will be assigned than can be done in the regular day. Pupils and teachers, just as people of other occupations, may go home at the close of the day's work feeling that their evenings are their own to use for whatever form of work or play they desire. Especially during the adolescent age is recreation a necessity. Any system that neglects to provide for such recreation and for evenings free for social

intercourse neglects to take into account a very important principle of social psychology .

Just as it is bad business management to attempt to drag one hundred boys through four years of courses in which not more than fifteen are interested and by which not more than thirty are materially benefitted, so, it is bad psychology to expect the one hundred pupils ,only fifteen of whom have a definite aim and expect a definite economical return from the time and effort ~~put upon the~~ expended, ~~to them~~, ~~tedious work of study~~, to ~~return~~ come to school next day with lessons prepared and eager to recite.

A high school that carries on activities connected with the community life during a reasonable working day, that alternates mental and motor activities, that makes its pupils more intelligent concerning the facts of present day life and able to secure a better living in the occupations of their community, will attract every normal boy in that community, and if his economic situation will ~~will~~ at all permit, it will hold him until he has completed the course he desires to master. If that course extends through four years and gives full value for the time spent, the boy and the community will be well served. If the course desired can be given in one or two years and the boy is equipped for efficient work in his chosen occupation,

the boy and the community are no less well served.

Such a high school is bound to come. We are awakening to the situation,-layman as well as teacher. If our high schools are truly democratic, truly for all the people, they must offer courses for all. When the high school offers courses preparing,not for the college alone or for the professions, but for the occupations of the community, then ~~will~~ a value,not conventional but economic, will be placed upon it, and the problem of elimination will be greatly ~~wonderfully~~ reduced.